



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE EVENING SCHOOLS OF CLEVELAND.

THAT the evening schools are fast becoming recognized as a valuable adjunct to the public-school system in the large cities is no longer a disputed question. To say the private evening schools and business colleges are feeling the effects of these public institutions is stating the fact mildly. These evening schools are, in fact, the necessary supplement to the day school whereby the state is enabled to furnish the less fortunate youth of the city an opportunity to secure, in part at least, the education afforded the more fortunate in the high schools and academies.

So non-exclusive and thoroughly democratic has the character of admission to these schools been made that both sexes, all races and nationalities, and opposite extremes in social conditions are one and all admitted on the same basis. Not even is old age a barrier, so eagerly are the opportunities embraced.

The possibilities of these evening schools can hardly be overestimated. Even now in their infancy the results have been so flattering as to justify their being permanently established and developed as far as possible.

The manifold advantages to be derived by the pupil from these evening schools are equaled only by the numerous miscellaneous problems to be solved by the teacher in the conduct of them. The shortness of the sessions, the incongruity of social conditions, the irregular attendance caused by various occupations, together with classes of different nationalities, only a few of which can understand English, are a few examples of the many difficulties which beset the teacher of the elementary grades.

The popularity of both elementary and high school has been established beyond all question of doubt in Cleveland. According to the annual report of 1904 by Professor S. Weimer, under whose efficient supervision the schools have made such great progress, the enrolment in elementary evening schools was 1,903, show-

ing net gain of 762 over the number enroled in the preceding year. In the high schools the gain was as high as 81 per cent.

Of the eighteen different nationalities in the elementary schools the following representation obtained: Ireland, 12; England, 13; Holland, 26; Germany, 201; Norway, 4; Sweden, 18; Austria, 156; Bohemia, 209; Hungary, 362; Denmark, 6; Finland, 34; Russia, 306; Switzerland, 14; France, 6; Italy, 120; Sicily, 9; Roumania, 10; and Canada, 5.

The complexity of the disadvantage concomitant to the schools is the wide diversity of occupations which renders regular attendance impossible. This great variety is illustrated by the following statistics from the annual report: common laborers, 447; mechanics and machinists, 204; clerks, 81; office boys, 43; carpenters, 111; tailors, 123; shop hands, 76; printers, 24; canvassers, 26; merchants, 19; peddlers, 8; dressmakers, 15; domestics, 14; waiters, 11; and married women, 20. In addition, the following occupations were represented by two or more individuals: bookkeepers, stenographers, cabinet-makers, blacksmiths, bricklayers, gardeners, electricians, glaziers, finishers, millwrights, and barbers; while over two hundred were unemployed.

In the schools which are largely attended by the American-born and those who understand English the grammar-grade subjects are taught, but in the majority of the schools where the attendance consists mostly of the foreign element the instruction consists almost entirely in reading, writing, and speaking the English language.

The progress made by the pupils where this latter instruction is given is a little short of marvelous. One German fifty-four years of age, with no knowledge of the English language whatever, was able at the end of three months' time to carry on a limited conversation in English with his teacher, and understand readily the most commonly used words and phrases.

In the high school many difficulties attending the elementary grades are eliminated. Classification is rendered comparatively easy and systematic. The teachers are in general better qualified, and the results, on the whole, are more satisfactory. The fact that the high-school pupil understands the English language

enables both the teacher and his class to concentrate their energies on the lesson, whereas the elementary teacher has to teach pupils who cannot only not understand him, but do not understand each other.

English, history and civics, bookkeeping, stenography and typewriting, algebra, geometry, and mechanical drawing, together with a course in wood-turning and carpentry, are the subjects taught in the evening high schools. The most popular subjects seem to be stenography and typewriting, there being seventy-three in that class alone.

The various occupations represented were clerks, machinists, office boys, printers, newsboys, mail-carriers, chemists, reporters, upholsterers, brewers, coachmen, and over a dozen others. It is evident, from a glance over the various occupations just enumerated, that the high schools also are at a disadvantage as regards regular attendance. The pupil is always expected to give his best efforts to his employer while at work during the day. Moreover, he is also expected to have his lessons prepared every evening, and is assigned additional work on this basis. Thus a lesson missed either through lack of preparation or non-attendance has oftentimes a very discouraging effect on the pupil, who can make it up again only by dint of hard work.

Notwithstanding, however, the many disadvantages under which the pupil of the evening school must necessarily labor, the work done by the hard-working and self-sacrificing pupil has often enabled him to pass the college-entrance examinations as creditably as his brother in the day school. Indeed, the success of the evening school is primarily due to this intense earnestness, whereby pleasures and luxuries are sacrificed in order to secure an education. The very fact that many of the pupils are willing to forego the different places of amusement for the sake of attending these evening sessions speaks more eloquently than words of the moral influence of the schools. It is one of the most hopeful sign of the times when those pupils of our foreign element desert the saloons and dance-halls in order that they may improve the opportunity of learning the English language, and becoming acquainted with our customs and forms of government.

Whenever an agency can exert such influence in such a practicable way, with so little expenditure of money, it would seem reasonable that it should be given the greatest study and attention to secure the best results obtainable. The evening schools of Cleveland have accomplished this, and thereby deserve to be placed in the foreground of our attention, if not on an equal footing with the day schools. The evening schools, if rightly managed, are destined to be one of the greatest agencies for Americanizing our foreign element, and producing the very best citizens from the raw material.

F. H. REED.

CLEVELAND PUBLIC SCHOOLS.